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ABSTRACT

This paper presents a model of counselor supervision which recognizes four specific stages of counselor development. The materials focus on the need for a developmental model, the interplay between this model and levels of training and professional practice, and the implications for curriculum planning and supervisory interventions. Studies currently examining this model are reviewed, as are previous studies on counselor supervision and counselor development. The development of the counselor through four stages is emphasized, including: (1) the beginning counselor who is dependent on the supervisor; (2) the supervisee who must resolve dependency conflicts with the supervisor; (3) the supervisee who emerges as a professional colleague; and (4) the supervisee who achieves a mastery level of counseling characterized by a high degree of professional and personal autonomy. (JAC)

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An Interactional Model of Supervision from a Developmental Perspective

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Within counselor education, supervision is the tutorial and therapeutic relationship through which the trainee develops essential skills and knowledge for the practice of counseling. Some approaches to supervision are specifically linked to a theoretical model of counseling; this is particularly evident in psychodynamic approaches to supervision, which view the teaching aspects of supervision as a form of counseling (Ekstein & Wallerstein, 1958; Mueller & Kell, 1972). Conversely, other approaches emphasize skill training and acquisition as the major component of counselor supervision, especially in the pre-practicum level of training in master's programs (Ivey, 1971; Carkhuff, 1969). More recently, supervision models emphasizing the developmental perspective of the counselor are emerging in the literature (Hogan, 1964; Stoltenberg, 1981). The purpose of this presentation is to illustrate a model of supervision, which recognizes the specific stages of counselor development. The presentation will focus on the need for the developmental model, the interplay between this model and levels of training and professional practice, and the implications for curriculum planning and supervisory interventions.

Need for the Developmental Perspective

Within counseling and psychology, attention is being directed toward the developmental nature of human existence. Longitudinal studies of adult development, such as Levinson's work (1978) and the Grant study (1977), bear major implications for counseling over the life span. Also, rather than emphasizing differences in counseling approaches, Goldfried (1980) calls for a recognition of similarities in techniques and the application of specific approaches for particular client problems. These thrusts necessitate a different approach to the education and training of counselors; that is, an ap-

proach which rises above individual theoretical perspectives and entails a developmental understanding of persons.

To accomplish this goal in training, counselor educators and supervisors must also acknowledge the counselor's own unique growth process. Most professions recognize an apprenticeship-journeyman model of training under the direction of a master tradesperson. Counselor educators must conceptualize a supervisory model that incorporates the developmental nature of professional and personal growth as a mentoring relationship.

Ironically, most research regarding supervision focuses on early stages of counselor development and training within practicum (Hansen & Warner, 1971; Hansen, Pound & Petro, 1976; Lambert, 1980). The overattention to this level of training has seriously limited knowledge about the supervisory process, and emphasizes supervision as the purview of the academic setting rather than a continual process. This limitation implies that the graduate counselor is a "finished product" rather than a beginning apprentice. Arbuckle (1963) stressed that the purpose of a counselor education program should be a pacesetter for the beginning of a process of professional development as a skilled practitioner.

In a developmental stance of counselor education, the early levels of training, such as pre-practicum and practicum, must be acknowledged as the introductory and induction phases of preparation. If the practicum is to be the core, or heart, of a master's counselor education program, then the supervisory process must be the brain, or nervous system, that manages a number of activities for the nourishment of that heart. The supervisory process cannot be limited to the face-to-face encounter between supervisor

and supervisee during practicum and clinical coursework, rather this process must be evident through every aspect of the counselor education program. Each aspect is an incremental step in a role induction procedure preparing the trainee for the use of the supervisory process as a mentoring relationship. Counselor educators cannot be satisfied with the didactic vs. experiential model (Carkhuff & Truax, 1965) because this is a false dichotomy. Instead, they must intricately blend didactic and experiential activities in curricular design to prepare the trainee for a new way of learning in the supervisory relationship, which will continue throughout their professional life.

Toward a Developmental Model

Both Hogan (1964) and Stoltenberg (1981) present models of counselor development that emphasize particular issues on each level. For example, on Level 1, the beginning counselor is seen as dependent on the supervisor, insecure and uninsightful. Primarily, the counselor trainee is seen as struggling with issues of adequacy vs. inadequacy. Each developmental model recommends supervisory strategies and interventions. Specifically, at Level 1, the supervisor recognizes the supervisee's need for imitation and provides a role model. Also, the specific interventions are support, interpretation of the client's and counselor's behavior, tuition, awareness training, and exemplification. At Level 2, the supervisee's issues revolve around resolution of a dependency conflict with the supervisor. The suggested interventions involve less didactic instruction with more emphasis on ambivalence clarification and exemplification. At Level 3, the supervisee begins to emerge as a professional colleague with an increased sense of professional

self-confidence. The supervisor approaches the supervisee as a peer with attention to mutual sharing and professional and personal confrontation. Finally, at Level 4, the supervisee is characterized as the "master counselor" with a high degree of professional and personal autonomy. The supervisory process on this level is dominated by personal sharing and counsulting.

Although this stage model presents a working framework, it has serious limitations. In particular, Stoltenberg (1981) recognizes that the stages are not pure and transition periods exist. More importantly, the model does not recognize the interplay at various levels of training and the length of time involved in each stage. Naive acceptance of this model would lead to the belief that at the end of training, the graduate counselor is at Level 3 of development. Also, the model focuses primarily on the supervisory relationship, when, in fact, there are a host of other activities that set the stage for that relationship. Hess (1980) prepares a model for examining supervisor roles and interventions. This model recognizes the supervisor first as a lecturer to a large group; for example, the first "supervisory meeting" is really a lecture class on the nature of counseling theory, the counseling process and the counselor's role. This model begins to allow for an understanding of the supervisory role throughout the counselor's curriculum and into professional practice. More specifically, Hess outlines the supervisory role from lecturer, to teacher, to the case reviewer, to the collegial peer to the monitor, and finally to therapist. In each role, a goal is presented and the nature of the relationship is illustrated. Most roles parallel course sequencing in counselor education from lecturer, pre-practicum skill trainer, case reviewer in group supervision, and so forth.

Movement toward a comprehensive model of counselor supervision demands the integration of the models of counselor development and the parallels for curriculum development noted in the supervisory roles. Indeed, this integration outlines the tutorial nature of the supervisory process. If the knowledge of adult development and learning as seen from a career development perspective is added, the therapeutic elements of the supervisory process can also be realized. These therapeutic elements are primarily geared toward conflicts regarding assumption of the professional role and function of the counselor. Only secondary attention is given to more personal conflicts. If evidence of these arise in the course of training, the counselor trainee should be referred for personal counseling and, in some situations, supervision may need to be interrupted so that the focus of supervision remains on the preparation of the professional counselor rather than resolution of personal difficulties.

A Developmental Model

A comprehensive developmental model of supervision requires focus on the interplay between levels of counselor development and phases of professional training and practice. To be a truly comprehensive model, further refinements of the models presented above are necessary.

First, in terms of counselor development, the present model recognizes the following levels: (a) Level 1—adequacy vs. inadequacy, (b) Level 2—independence vs. dependence, (c) Level 3—increased professional confidence, (d) Level 4—professional integrity. The additional fifth stage is marked by the mastery of the forerunning stages and the advanced practice of supervision and/or mentoring of neophyte colleagues.

Second, in terms of stages of the supervisory role and/or process, a comprehensive model of supervision recognizes specific training and career phases. These training and career phases are: (a) pre-practicum, (b) practicum, (c) internship, (d) first professional position, (3) advanced training, and (f) mentoring.

The comprehensive supervision model, then, is an interaction model (See Figure 1). The interaction between level of counselor development and training and/or career stage is mediated also by phase of supervision. The inception phase of supervision is marked by selection into a program of acceptance of a job. It also entails an assessment of the supervisee's present level of functioning as a trainee or a professional. The working-through phase is evident in an established supervisory relationship geared toward increasing skills. Resolution phase is achieved when the supervisee has achieved mastery of the particular skills identified as needing improvement or refinement in the inception stage. Through this interactional view, a beginning framework for prescriptive supervision from a developmental framework can be realized. For example, on the most basic level, for pre-practicum, the supervisor is primarily a lecturer in coursework and a teacher (trainer) of basic skills. Through inception, the supervisee is involved in a pre-test of communication skills, self-exploration of attitudes and beliefs and exposure to theoretical counseling stances. In working through, the supervisee is involved in observing, modeling and roleplaying for practice; each of these activities is geared toward a desensitization to inadequacy feelings. Resolution involves a thorough tape analysis of a counseling session with a coached client, so that the trainee enters practicum with an established agenda of strengths and weaknesses.

Presently, this model is being empirically examined (McClurg-Blount, in progress). This study is attempting to validate empirically, the changes in levels of conceptualization of counseling, changes in supervisory expectations and changes in supervisee's participation in supervisory sessions through tape analysis over the course of pre-practicum and practicum or a nine-month period. If the results of this study prove positive, that is that changes exist which demonstrate levels of development concurring with the proposed model, then the next step will be to define the strategies, changes and processes for each phase, or subcube, of the hypothesized interactional developmental model.

Concurrently, another study is testing the efficacy of role induction procedures applied to supervision (Passen & Lofaro, 1980; Passen, in preparation). It is believed that most counseling supervisees do not understand the use of supervision or their role in the process. Through the use of a role-induction tape of a supervisory session, the researcher is attempting to clarify whether this procedure will initiate the supervisee more effectively so that he/she may make better use of individual supervisory time. Similar procedures have been found to be beneficial to counselees entering counseling.

Although this model lends itself to investigation and to curricular design, an important assumption regarding its conceptualization remains to be addressed. At first glance, this interaction model suggests an almost linear development of the counselor; indeed, this is a superficial view of the proposed model. It is believed that the model implies a spiral development which means that at each stage of training or career development, the supervisee re-experiences the issues of each level, but on a more sophisticated level. For

example, although supervisees may feel less inadequate and more independent after successful completion of pre-practicum, feelings of inadequacy re-occur regarding client contact in practicum. Moreso, at the career stage of advanced training, which may be traditional academic preparation at the doctoral level or institute training in a specific approach or modality, the feelings of inadequacy may re-occur such that there is a "regression," or emergence of self-doubts. Acknowledging this assumption shapes the belief in the need for continual supervision as a means of assisting professional development. Also, it mandates the need for various roles and interventions of the supervisor from a curricular viewpoint.

Implications

Acceptance of this interactional model of supervision from a developmental supervision has a number of specific implications:

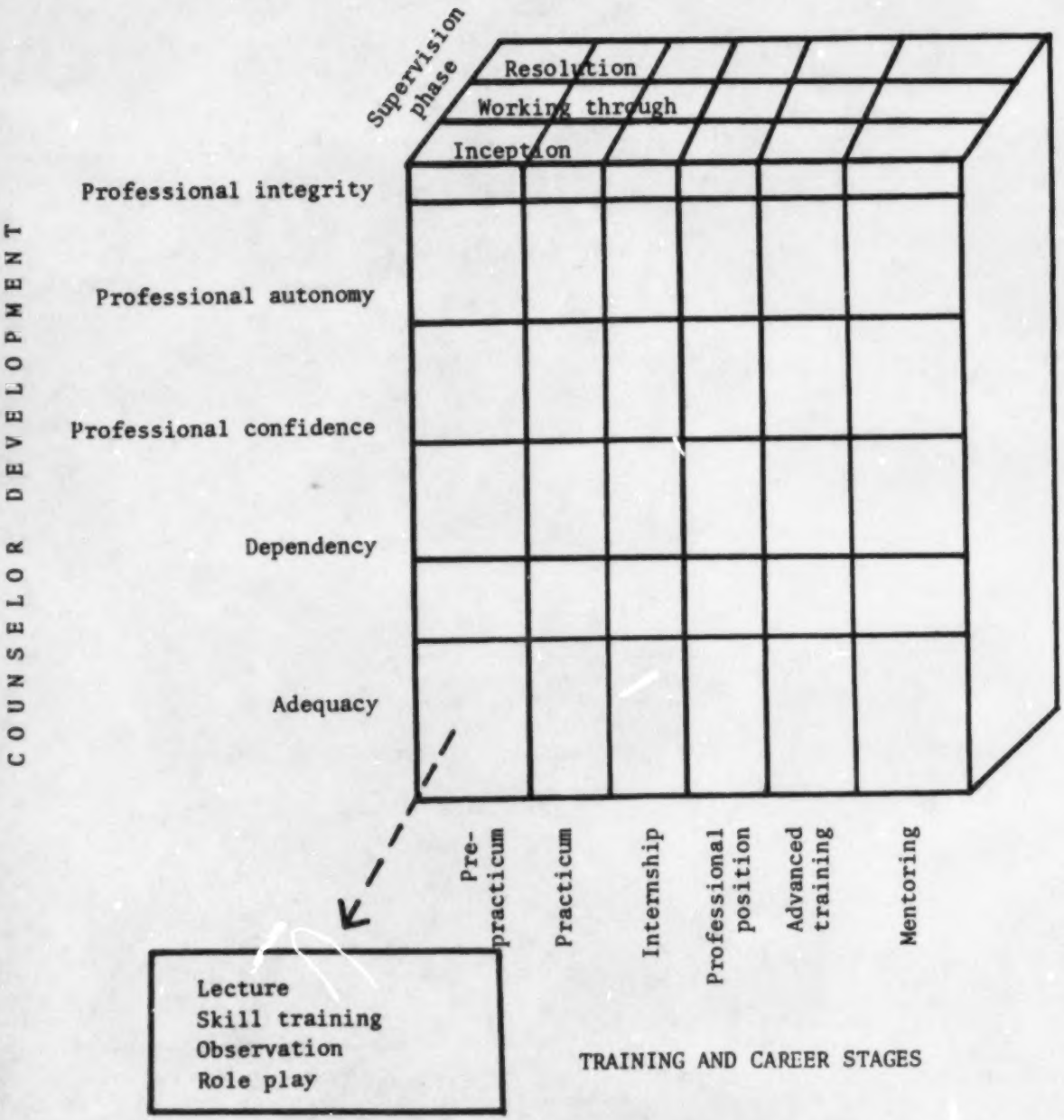
(1) The major implication is detailed curricular planning for coursework on the pre-practicum and practicum levels.

(2) Further refinement of the model, after empirical research, so that the model can become prescriptive in nature rather than a framework.

(3) Further refinement will more clearly define the nature of supervision so that formation of the supervisory relationship with specific goals can be achieved.

(4) Specific, timely coursework in supervision as a portion of advanced training.

Fig. 1 An Interactional Model for Developmental Supervision



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